

## 1.0 Percent Participation Justification Form 2017–18

The *Every Student Succeeds Act (ESSA)* requires each district and charter school to complete and submit a justification when it anticipates exceeding 1.0 percent of students assessed in a subject area with the NCEXTEND1 alternate assessment. Justifications from each district and charter school will be reviewed by the North Carolina Department of Public Instruction (NCDPI), and follow up actions will be determined based on the information found in the justification document. Staff from the Exceptional Children and Accountability Divisions in each district and charter school should collaborate to provide the following information on the justification document. Responses to numbers 1–4 are required; it is optional to include additional information (see page 3). This justification document will be publicly posted. As such, the document **must not contain any personally identifiable information**. If necessary, additional pages may be attached to this form.

1. Enter contact information for the primary district/charter school staff member responsible for overseeing the completion of the justification form.	
<b>3-Digit LEA/Charter Code:</b> 69A	<b>District/Charter Name:</b> Arapahoe Charter School
<b>Contact Name:</b> Martha Newman	<b>Contact Title:</b> EC Coordinator
<b>Contact Phone No.:</b> 252-249-2599 x1566	<b>Contact E-Mail:</b> martha.newman@arapahoecharter.org
2. Enter a description of how the district/charter school will assure that Individualized Education Program (IEP) teams are adhering to the eligibility criteria as outlined in the <i>Testing Students with Disabilities</i> publication when determining student eligibility for participation in the alternate assessment.	
<p>According to IDEA, ALL students with disabilities must be included in all statewide and districtwide assessments. Making determinations about the appropriate instruction and assessments/accommodations that students with disabilities need in order to fully and equally participate in large scale testing is a critical component of developing a student's IEP. IEP team members, including parents, decide annually through a thoughtful process that determines the necessary instructional levels and assessment to facilitate the student's access to grade level instruction and full participation in state/district assessments, in accordance with procedures set forth in the <i>Testing Students with Disabilities</i> publication.</p> <p>Accommodations are chosen on the basis of the individual student's unique needs, not on the basis of the disability category, grade level or instructional setting. Once selected, accommodations are used consistently for instruction and assessment throughout the academic year.</p>	
3. Enter a description of how any disproportionality among race, gender, or socioeconomic status groups is defined and plans for how that disproportionality will be addressed.	
<ul style="list-style-type: none"> <li>• Description of how any disproportionality among race, gender, or socioeconomic status groups is defined: <p style="margin-left: 20px;">No disproportionality among race, gender, or socioeconomic status groups has been determined. This school year, our students participating in alternate assessments is as follows: 1/6 = female; 2/6 = Black/African American</p> </li>   <li>• Plans for how disproportionality will be addressed: <p style="margin-left: 20px;">N/A</p> </li> </ul>	
4. Enter additional justification of variables not covered but deemed essential to understanding why the district/charter school has a higher rate of alternate assessment participation.	
<p>All students participating in alternate assessments during the 16-17 and 17-18 school years transferred into ACS already identified. Subsequent IEP team meetings at ACS concur with alternate assessment decisions. During the 16-17 school year, alternate assessments in grades 3-8 = 0.78%; grades 9-12 data indicates 3.1% although test was actually given at his previous school during the 14-15 school year. This student was inappropriately placed and served at his prior school as ECS for 1.5 years, then placed in OCS before transferring to ACS. For this 17-18 school year, data indicates grades 3-8 = 1.75% and grades 9-12 no Extend1s will be taken (1 current 9th grader with no scheduled assessments).</p>	

**Signatures**

Superintendent/Charter School Director



Date

5/3/18

Exceptional Children Director



Date

5-3-18

LEA/Charter Test Coordinator



Date

5/3/18

The completed justification form must be signed by the superintendent/charter school director, exceptional children's director, and testing coordinator. The form must be scanned and emailed to [alternateassessment@dpi.nc.gov](mailto:alternateassessment@dpi.nc.gov) by **May 4, 2018**.

The NCDPI will notify districts/charter schools in writing if further information is needed and will include next steps. For questions, please contact your Exceptional Children Director or Regional Accountability Coordinator.

**Note:** See page 3 for additional information that can be included but is not required.